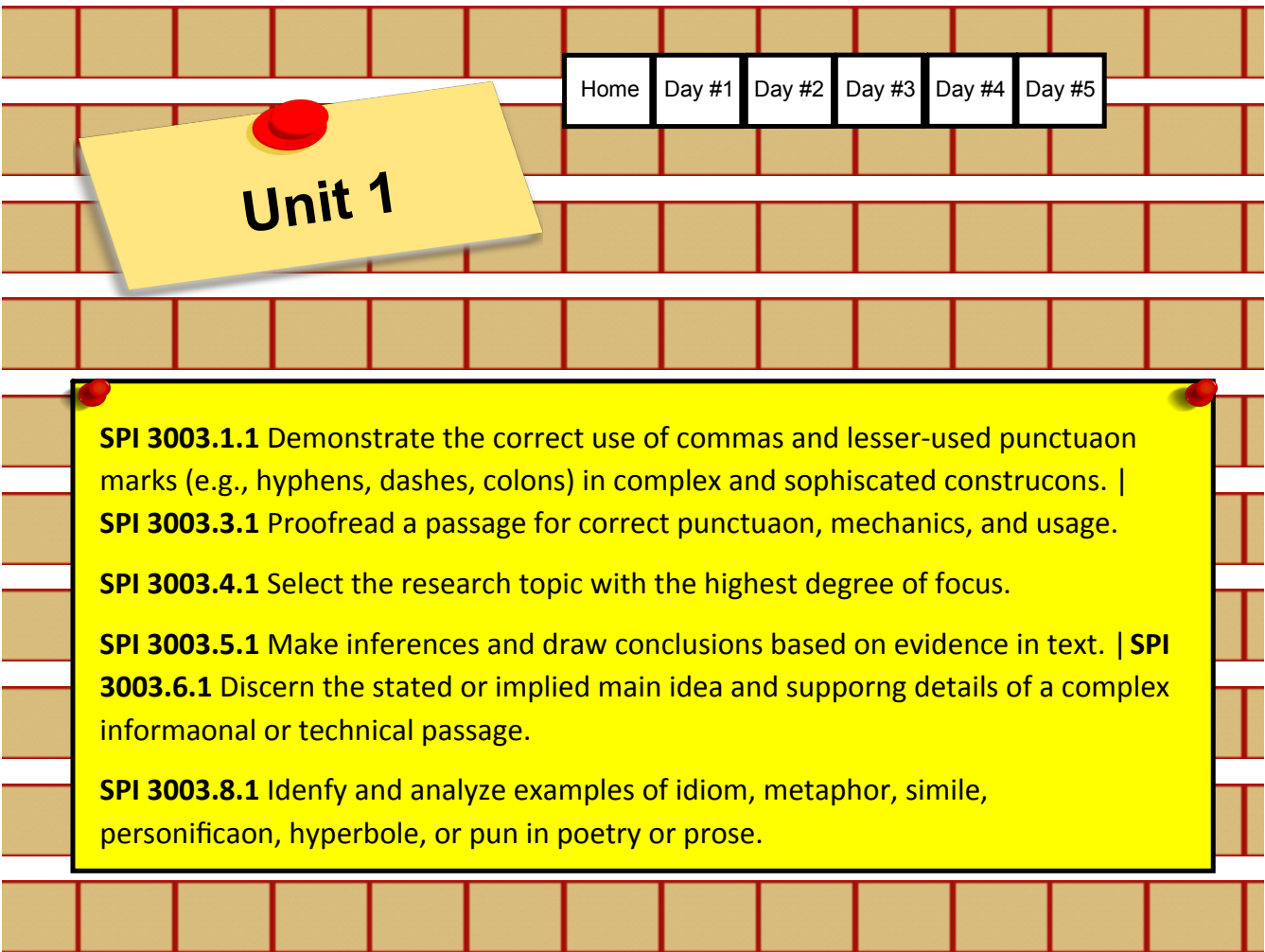


The graphic features a light brown brick wall background. A yellow sticky note with a red pushpin is pinned to the wall, displaying the text 'Unit 1'. Above the sticky note, a horizontal row of six white boxes with black borders contains the text 'Home', 'Day #1', 'Day #2', 'Day #3', 'Day #4', and 'Day #5' respectively. Below the sticky note, a large yellow rectangular box with a black border and two red pushpins at the top corners contains a list of six SPI standards.

Unit 1

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SPI 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons) in complex and sophisticated constructions. |

SPI 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

SPI 3003.4.1 Select the research topic with the highest degree of focus.

SPI 3003.5.1 Make inferences and draw conclusions based on evidence in text. | **SPI**

3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

SPI 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.



Punctuaon (Comma Basics) **SPI 1.1|3.1**



Focused Research (Broad vs Specific) **SPI 4.1**



Make Inferences (Idenfying Main Ideas) **SPI 5.1|6.1**



Definions and Examples **SPI 8.1**

- **Honors:** Puritans in Hawthorne, Miller, and Reality
 - > who were the Puritans historically?
 - > how do Miller & Hawthorne use their culture to build their themes?
 - > what different themes are discussed in these works?

1) Grammar/Wring : **SPI 1.1|3.1** Workbook Pracce

2) Literature: **SPI 8.1** Idenfy examples of figurave language in *The Scarlet Leer* and *The Crucible*.

3) Logic/Technical: **SPI 5.1|6.1** Make an inference to idenfya main idea.

4) Other: **SPI 4.1** Study Island (iPad)

Honors: *The Scarlet Leer (Chapters 1—3) & The Crucible (Act I) QUIZ (Responders)*

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[LINK](#) Punctuaon (Comma Basics) **SPI 1.1|3.1**

[LINK](#) Focused Research (Broad vs Specific) **SPI 4.1**

[LINK](#) Make Inferences (Identifying Main Ideas) **SPI 5.1|6.1**

[LINK](#) Definions and Examples **SPI 8.1**

- **Honors:**

It's Not Flowers & Hearts

- what are the basic qualies/convenons?
- what qualies/convenons do Romanc Heroes possess?
- how did it develop & what is its legacy?

Isn't that a Tragedy

- what are the basic qualies/convenons?
 - what qualies/convenons do Tragic Heroes possess?
- how does it compare to Comedy?

1) Grammar/Wring : **SPI 1.1|3.1** Workbook Pracce

2) Literature: **SPI 8.1** Identfy examples of figurave language in *The Scarlet Leer* and *The Crucible*.

3) Logic/Technical: **SPI 5.1|6.1** Make an inference to idenfya main idea.

4) Other: **SPI 4.1** Study Island (iPad)

Honors: *The Scarlet Leer (Chapters 1—6) & The Crucible (Act 2) QUIZ (Responders)*

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[LINK](#) Make Inferences (Identfying Main Ideas) **SPI 5.1|6.1**

[LINK](#) Definions and Examples **SPI 8.1**

- **Honors:**

Individual vs. the Group

- what are the qualies that define “group” in these works?
- what qualies do both Hester & Proctor share?
- what symbols do the authors connect with the heroes? why?

1) Grammar/Wring : **SPI 1.1|3.1** Workbook Pracce

2) Literature: **SPI 8.1** Identfy examples of figurave language in *The Scarlet Leer* and *The Crucible*.

3) Logic/Technical: **SPI 5.1|6.1** Make an inference to idenfya main idea.

4) Other: **SPI 4.1** Study Island (iPad)

Honors: *The Scarlet Leer (Chapters 7—12)* & *The Crucible (Act 3)* QUIZ (Responders)

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Punctuaon (Comma Basics) **SPI 1.1|3.1**



Focused Research (Broad vs Specific) **SPI 4.1**



Make Inferences (Idenfying Main Ideas) **SPI 5.1|6.1**



Definions and Examples **SPI 8.1**

- **Honors:**

- a. Allegory: The Red Scare

- i. what is an allegory?
- ii. why would Miller choose to write about The Red Scare in allegorical form?

Essay #1: write an essay of 750 words analyzing *The Crucible* as an allegory for The Red Scare (due 08/22)

- b. Symbolism: Making Meaning

- i. what is symbolism?
- how do readers idenfify and analyze symbols?

1) Grammar/Wring : **SPI 1.1|3.1** Workbook Pracce

2) Literature: **SPI 8.1** Idenfify examples of figurave language in *The Scarlet Leer* and *The Crucible*.

3) Logic/Technical: **SPI 5.1|6.1** Make an inference to idenfify a main idea.

4) Other: **SPI 4.1** Study Island (iPad)

Honors: *The Scarlet Leer* (Chapters 15—20) & *The Crucible* (Act 4) QUIZ (Responders)

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- [LINK](#) Focused Research (Broad vs Specific) **SPI 4.1**
- [LINK](#) Make Inferences (Identfyng Main Ideas) **SPI 5.1|6.1**
- [LINK](#) Definions and Examples **SPI 8.1**

- **Honors:**

- a. Analyzing Theme: What is Sin?
 - i. what is a sin in each of these works?
 - ii. how does each work portray sin, sinners, and accusers?
 - iii. how have our modern definions changed?
- b. Student Quesons
 - i. About tested standards
 - ii. About *The Crucible* or *The Scarlet Leer*

Test Prep Day 1 of 1:

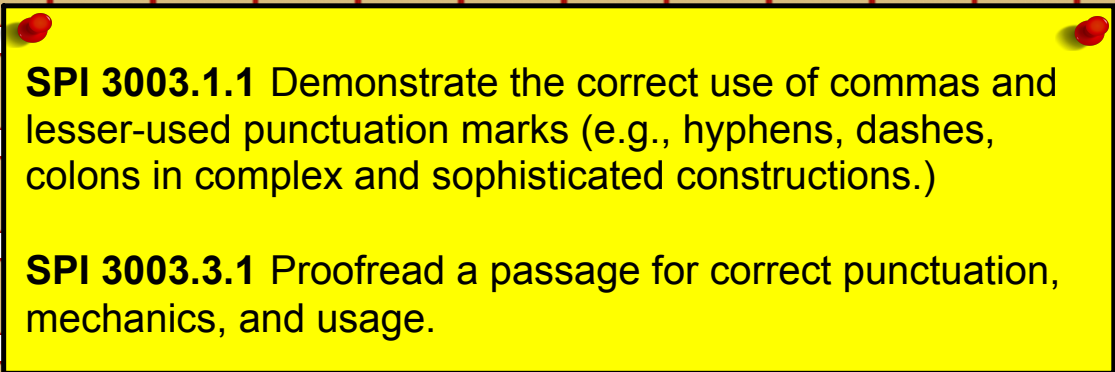
Students rank the areas in which they're having the most difficulty and spend me in groups based on that ranking.

- 1) Grammar/Wring : **SPI 1.1|3.1** Peer partnering
- 2) Literature: **SPI 8.1** Discussion of *Because I Could Not Stop for Death* and *The Scarlet Leer*
- 3) Logic/Technical: **SPI 5.1|6.1** Make/Defend an inference from and idenfyt main ideas in "The Fallacy of Success".
- 4) Other: **SPI 4.1** Study Island (iPad)

Honors: The Scarlet Leer (Chapters 20—END)



Punctuation



SPI 3003.1.1 Demonstrate the correct use of commas and lesser-used punctuation marks (e.g., hyphens, dashes, colons in complex and sophisticated constructions.)

SPI 3003.3.1 Proofread a passage for correct punctuation, mechanics, and usage.



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Quick Guide to Commas

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1. Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: and, but, for, or, nor, so, yet.
2. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main (independent) clause.
3. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.
4. Do not use commas to set off essential elements of the sentence, such as clauses beginning with that (relative clauses). That clauses after nouns are always essential. That clauses following a verb expressing mental action are always essential.
5. Use commas to separate three or more words, phrases, or clauses written in a series.
6. Use commas to separate two or more coordinate adjectives that describe the same noun. Be sure never to add an extra comma between the final adjective and the noun itself or to use commas with non-coordinate adjectives.
7. Use a comma near the end of a sentence to separate contrasted coordinate elements or to indicate a distinct pause or shift.
8. Use commas to set off phrases at the end of the sentence that refer back to the beginning or middle of the sentence. Such phrases are free modifiers that can be placed anywhere in the sentence without causing confusion.
9. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.
10. Use a comma to shift between the main discourse and a quotation.
11. Use commas wherever necessary to prevent possible confusion or misreading.

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Comma Use

1. Use commas to separate independent clauses when they are joined by any of these seven coordinating conjunctions: and, but, for, or, nor, so, yet.

- The game was over, but the crowd refused to leave.
- The student explained her question, yet the instructor still didn't seem to understand.
- Yesterday was her brother's birthday, so she took him out to dinner.

2. Use commas after introductory a) clauses, b) phrases, or c) words that come before the main clause.

Common starter words for introductory clauses that should be followed by a comma: after, although, as, because, if, since, when, while.

- While I was eating, the cat scratched at the door.
- Because her alarm clock was broken, she was late for class.
- If you are ill, you ought to see a doctor.
- When the snow stops falling, we'll shovel the driveway.

3. However, don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).

- Incorrect: She was late for class, because her alarm clock was broken.
- Incorrect: The cat scratched at the door, while I was eating.
- Correct: She was still quite upset, although she had won the Oscar. (This comma use is correct because it is an example of extreme contrast)

4. Common introductory phrases that should be followed by a comma include participial and infinitive phrases, absolute phrases, nonessential appositive phrases, and long prepositional phrases (over four words).

- Having finished the test, he left the room.
- To get a seat, you'd better come early.
- After the test but before lunch, I went jogging.
- The sun radiating intense heat, we sought shelter in the cafe.

5. Common introductory words that should be followed by a comma include yes, however, well.

- Well, perhaps he meant no harm.
- Yes, the package should arrive tomorrow morning.
- However, you may not be satisfied with the results.

6. Use a pair of commas in the middle of a sentence to set off clauses, phrases, and words that are not essential to the meaning of the sentence. Use one comma before to indicate the beginning of the pause and one at the end to indicate the end of the pause.

Here are some clues to help you decide whether the sentence element is essential:

- If you leave out the clause, phrase, or word, does the sentence still make sense?
- Does the clause, phrase, or word interrupt the flow of words in the original sentence?
- If you move the element to a different position in the sentence, does the sentence still make sense?
- If you answer "yes" to one or more of these questions, then the element in question is nonessential and should be set off with commas. Here are some example sentences with nonessential elements:

- Clause: That Tuesday, which happens to be my birthday, is the only day when I am available to meet.
- Phrase: This restaurant has an exciting atmosphere. The food, on the other hand, is rather bland.
- Word: I appreciate your hard work. In this case, however, you seem to have over-exerted yourself.

7. Do not use commas to set off essential elements of the sentence, such as clauses beginning with "that" (relative clauses). That clauses after nouns are always essential. That clauses following a verb expressing mental action are always essential.

That clauses after nouns:

- The book that I borrowed from you is excellent.
- The apples that fell out of the basket are bruised.

That clauses following a verb expressing mental action:

- She believes that she will be able to earn an A.
- He is dreaming that he can fly.
- I contend that it was wrong to mislead her.
- They wished that warm weather would finally arrive.

Examples of other essential elements (no commas):

- Students who cheat only harm themselves.
- The baby wearing a yellow jumpsuit is my niece.
- The candidate who had the least money lost the election.

Examples of nonessential elements (set off by commas):

- Fred, who often cheats, is just harming himself.
- My niece, wearing a yellow jumpsuit, is playing in the living room.
- The Green party candidate, who had the least money, lost the election.
- Apples, which are my favorite fruit, are the main ingredient in this recipe.
- Professor Benson, grinning from ear to ear, announced that the exam would be tomorrow.
- Tom, the captain of the team, was injured in the game.
- It is up to you, Jane, to finish.
- She was, however, too tired to make the trip.
- Two hundred dollars, I think, is sufficient.

8. Use commas to separate three or more words, phrases, or clauses written in a series.

- The Constitution establishes the legislative, executive, and judicial branches of government.
- The candidate promised to lower taxes, protect the environment, reduce crime, and end unemployment.
- The prosecutor argued that the defendant, who was at the scene of the crime, who had a strong revenge motive, and who had access to the murder weapon, was guilty of homicide.

9. Use a comma near the end of a sentence to separate contrasted elements or to indicate a distinct pause or shift.

- He was merely ignorant, not stupid.
- The chimpanzee seemed reflective, almost human.
- You're one of the senator's close friends, aren't you?
- The speaker seemed innocent, even glib.

9. Use commas to set off phrases at the end of the sentence that refer to the beginning or middle of the sentence. Such phrases are free modifiers that can be placed anywhere in the sentence without causing confusion. (If the placement of the modifier causes confusion, then it is not "free" and must remain "bound" to the word it modifies.)

- Nancy waved enthusiastically at the docking ship, laughing joyously. (correct)
- Incorrect: Lisa waved at Nancy, laughing joyously. (Who is laughing, Lisa or Nancy?)
- Laughing joyously, Lisa waved at Nancy. (correct)
- Lisa waved at Nancy, who was laughing joyously. (correct)

10. Use commas to set off all geographical names, items in dates (except the month and day), addresses (except the street number and name), and titles in names.

- Birmingham, Alabama, gets its name from Birmingham, England.
- July 22, 1959, was a momentous day in his life. Who lives at 1600 Pennsylvania Avenue, Washington, DC?
- Rachel B. Lake, MD, will be the principal speaker.
- (When you use just the month and the year, no comma is necessary after the month or year: "The average temperatures for July 1998 are the highest on record for that month.")

11. Use a comma to shift between the main discourse and a quotation.

- John said without emotion, "I'll see you tomorrow."
- "I was able," she answered, "to complete the assignment."
- In 1848, Marx wrote, "Workers of the world, unite!"

12. Use commas wherever necessary to prevent possible confusion or misreading.

- To George, Harrison had been a sort of idol.

Comma Abuse

Commas in the wrong places can break a sentence into illogical segments or confuse readers with unnecessary and unexpected pauses.

A. Don't use a comma to separate the subject from the verb.

- Incorrect: An eighteen-year old in California, is now considered an adult.
- Incorrect: The most important attribute of a ball player, is quick reflex actions.

B. Don't put a comma between the two nouns, noun phrases, or noun clauses in a compound subject or compound object.

- Incorrect (compound subject): The music teacher from your high school, and the football coach from mine are married.
- Incorrect (compound object): Jeff told me that the job was still available, and that the manager wanted to interview me.

C. Don't put a comma after the main clause when a dependent (subordinate) clause follows it (except for cases of extreme contrast).

- Incorrect (extreme contrast): She was late for class, because her alarm clock was broken. (incorrect)
- Incorrect: The cat scratched at the door, while I was eating.
- Correct: She was still quite upset, although she had won the Oscar. (This comma use is correct because it is an example of extreme contrast)

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The Short List

- **, independent clause**: anything in front of an independent clause will be joined with a comma.
- **No ID**: No comma when joining an independent and dependent clause.
- **Not Needed**: use a comma when extra information is put in the middle of a clause (must determine whether information is needed based on context).
- **Not That Essential**: do not use a comma when "that" is used to introduce a phrase (or any time the information is essential).
- **Series**: items in a series (words, phrases, clauses).
- **End CSP**: when contrast, shift, or pause is needed at the end of a sentence- always follows an independent clause.
- **Date/Time/Location**
- **Dialogue/Quotes**: "dialogue before comma inside," and
,"dialogue after comma outside"

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Correct for Comma Mistakes

1. Contrary to what most people think milk is not good for kittens.
2. Mr. Ramsay asked if we could finish the report as soon as possible.
3. Serious problems may be prevented if we plan now for possible future energy shortages by learning how to conserve by seeking new sources of energy and by stockpiling fossil fuels like coal and oil.
4. Just to remind you Nelly an appositive is a word or phrase that renames or re-states another word or phrase like when you say "George Washington our first president was elected unanimously by the Electoral College."
5. I had no idea Wolverine was anything but a pleasant normal man with a funny nickname
6. After the ball game let's go and get some dinner.
7. Miranda Tom Alex and Joe are playing ball later.
8. My friend Janis Dixon has 3 dogs.
9. If you don't finish your dinner you won't be going out later.
10. After school let's go to the store.
11. Owen said "Meet me at the park later."
12. Wow that painting you did is amazing!
13. If I do my homework, will you help me?
14. I like red green blue yellow and orange.
15. When we go to the theme park I hope it doesn't rain.
16. If you go fishing remember to bring your bait.
17. After the party let's go over to the park.
18. "Wait for me I can't catch up to you" said Jake.
19. You will have fewer errors, if you proof-read your work.
20. My dentist Dr. Jones is in the new building.

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Correct These Sentences by Fixing Commas Usage

During lunch, at the campus cafeteria, Mildred noticed the dirty tables, the overworked cashiers, and the exorbitant price for a watery soda.

Melissa couldn't study for her comma quiz, because she was joy riding on the Enterprise with Mr. Spock, whom the US Air Force chased with its fastest jets.

The slimy smelly lettuce on my burrito made me ask the manager to return my 99 cents.

Sitting in the atrium, Marcus chatted pleasantly with a pretty student from his chemistry class, but then he had to leave suddenly, because he noticed that he had only thirty seconds to get to Professor Spottke's English class on time.

To study for his calculus midterm, Brian drank seven cups of strong Turkish coffee which kept him wide awake for the all-nighter.

"Don't eat that pizza," warned Lisa. "It's over two weeks old", she then explained.

Fifteen uncooked popcorn kernels, and grains of salt littered the front of Robert's shirt as he slouched in the theater seat.

Swinging at the fast ball, Bobbie heard, the satisfying crack of the home run that he had just hit.

Karen wasn't sure if she needed a comma or not so she drew in a smudge that could pass for a comma or a stray pen mark.

Carmen bought a new dictionary, so that she could proofread for spelling errors on her next in-class essay.

Women who believe abortions should remain legal recently held a rally in Washington.

The Mississippi River which is over 2300 miles long is the second-longest river in the United States.

Ralph Ripley's most popular song "Under the Pine Tree" is one of my favorites.

Nancy read the information about commas carefully and she earned a perfect score on the practice quiz.

Betty did not read the information about commas carefully and earned a low score on the practice quiz.

Ms. Benchley announced that employees who engage in harassment will be terminated.

Ms. Benchley said that employees who deserve a workplace free from harassment should report any problems to her.

Samantha received a \$1000 rebate when she purchased her new car and she was also able to get 0% financing on her car loan.

Samantha received a \$1000 rebate when she purchased her new car and was also able to get 0% financing on her car loan.

Hyphen with Prefixes

Hyphens with Prefixes

Usually, do **not** use a hyphen to join a prefix to a word. Exceptions are...

- Use a hyphen when the prefix is joined to a **proper noun/adjective**.

e.g. pro-American, anti-Nazi

- Use a hyphen after *all-*, *ex-* ("former"), and *self-* joined to a **noun/adjective**.

e.g. all-knowing, ex-gardener, self-reliance

- Use a hyphen after *anti-* when it joins a word beginning with *-i*.

e.g. anti-intellectual, anti-innovation

- Use a hyphen after *vice-*, except for **Vice President**.

e.g. vice-chancellor, vice-principal

- Use a hyphen after *re-* to avoid confusion with words that looks similar but have a different meaning

e.g. re-creation vs. recreation; re-collect vs. recollect

Hyphen with Compound Adjectives

Hyphens with Compound Adjectives

Use a hyphen in a **compound adjective** that **precedes a noun** .

- Do not hyphenate a compound adjective that **follows a noun**.

e.g. light-colored balloon vs. balloon is light colored

- Do not hyphenate when using **adverb ending in -ly** with an adjective.

e.g. brightly colored dress vs. bright-colored dress

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Hyphen in Numbers

Compound Numbers

- Hyphenate any **spelled out compound numbers** up to **ninety-nine or ninety-ninth**.

e.g. seventy-seven, seventy-seventh, one hundred ninety-ninth

note: most often, you do not spell out numbers above ten.

- Hyphenate a fraction expressed as words.

e.g. three-fourths ratio, three-quarters of voters

- Hyphenate when numbers indicate a span.

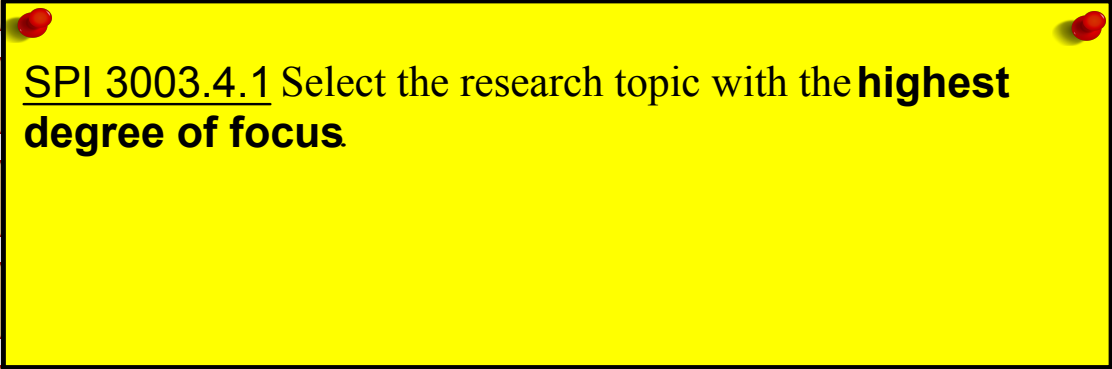
e.g. The work is on pages 739-741.

The years 1998-2002 were economic boom times.

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Research Topics



SPI 3003.4.1 Select the research topic with the **highest degree of focus**.

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Selecting a Topic for Research

What is a TOPIC?

anything we can write or talk about

What is FOCUS?

the degree to which you narrow down a topic

How do you determine which topic is MOST FOCUSED?

ask yourself which choice offers the fewest subtopics;

does one topic seem very broad (requiring a lot of GENERAL information);

which topic would require very specific research (keywords)?

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Sample Questions

Which research question would allow for the widest perspective on whether your county should increase property taxes?

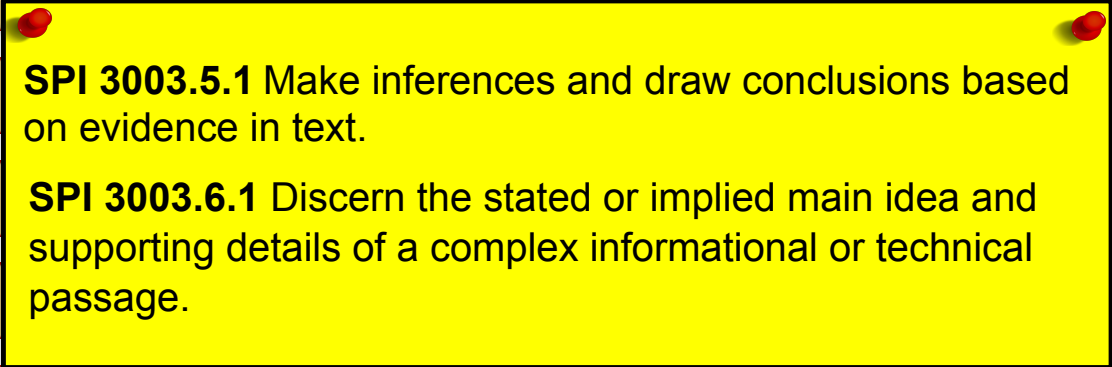
- a) How much would the taxes increase?
- b) What are the opinions of elected officials and homeowners?
- c) How do my peers and their parents feel about this topic?
- d) How much revenue would the tax increase generate?

If you are assigned to write a research paper over Italy, which of the following topics would have the most focus?

- a) The history of the country since its earliest habitation.
- b) A biography of its current leader(s).
- c) Coverage of every major war fought by or in the country.
- d) Italy's current government and culture.



**Inferences, Main
Ideas & Supporting
Details**



SPI 3003.5.1 Make inferences and draw conclusions based on evidence in text.

SPI 3003.6.1 Discern the stated or implied main idea and supporting details of a complex informational or technical passage.

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Inference: A conclusion reached on the basis of evidence and reason, i.e. "figuring it out". **To infer** is "to figure out using logic and clues"

Mark noticed that his neighbor's plant was turning brown. Mark decided that something was causing his neighbor to not care for the plant.

Mark knows that plants that are not watered turn brown. Mark decided that his neighbor must not be watering his plant.

Main Idea

the guiding point of a body of text

(e.g. sentence, paragraph(s), chapters, entire work, etc.)

Supporting Details

All of the information, statements, ideas, evidence, arguments, etc. that support the main idea.

Two Kinds of Main Ideas

Stated/Explicit

clearly stated by the writer,
reader can point to a sentence
as the main idea

Unstated/Implicit

not obvious, requires
thought, reader must state it
for themselves based on the
writer's choice of supporting
details

Mental Illness on Television

In her essay “Disability,” Nancy Mairs argues that the media, such as television and movies, fail to show physical disability as a feature of normal life. Instead, Mairs says, they show disability consuming a character’s life or they don’t show disability at all. Mairs wrote her essay in 1987, and since then the situation has actually improved for depiction of physical disability. At the same time, another group — those with mental illness — has come to suffer even worse representation.

Mairs’s purpose in “Disability” is to persuade readers that the media should portray physical disability as part of everyday life because otherwise they deny or misrepresent disability and leave “Temporarily Abled Persons” (those without disability, for now) unprepared to cope if they become disabled (14–15). Two decades later, Mairs seems to have gotten her wish for characters who have a disability but are not defined by it. The title character on House, for example, walks with a cane. Heidi Petrelli of Heroes and Joe Swanson of Family Guy are both paraplegic. Jimmy on South Park uses crutches. And medical examiner Al Robbins on CSI has prosthetic legs. The media still have a long way to go in representing physical disability, but they have made progress.

Identify an implicit Main Idea.

Identify a supporting detail.

What type of supporting detail does the author use in the second paragraph?

However, in depicting one type of disability, the media are, if anything, worse than they were two decades ago. Mairs doesn't address mental illness, but it falls squarely into the misrepresentation she criticizes. It has never been shown, in Mairs's words, "as a normal characteristic, one that complicates but does not ruin human existence" (15). Thus people who cope with a psychological disability such as depression, bipolar disorder, or obsessive-compulsive disorder as part of their lives do not see themselves in the media. And those who don't have a psychological disability now but may someday do not see that mental illness is usually a condition one can live with.

Unfortunately, the depictions of mental illness also go beyond Mairs's concerns, because the media actually exploit it. Television routinely portrays people with mental illness as threats to themselves and to others. TV news features stories about a man suffering from bipolar disorder who goes on a shooting spree before turning his gun on himself, a mother with postpartum depression who drowns her own children, and a teenager with depression who commits suicide. Fictional programs, especially crime dramas, regularly use mental illness to develop their plots. On Law and Order an Iraq war veteran with post-traumatic stress disorder commits murder, and on CSI a serial killer turns out to be a deranged woman — described by a former foster parent as "broken" — who was rejected by her father and has been driven by delusions since childhood.

Identify an explicit Main Idea.

Identify a supporting detail that highlights the media's misuse of disabilities.

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Figurative Language

SPI 3003.8.1 Identify and analyze examples of idiom, metaphor, simile, personification, hyperbole, or pun in poetry or prose.

idiom

language that is specific to a group of people;
an expression whose meaning is not literally connected
to or cannot be understood from the component words



idioms are used for

- humor
- to present the writer as "one of the normal people"
- to point out an irony or oddity

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metaphor

a thing that is understood as being symbolic of something else

a word or words that are used to describe something to which it is not literally similar

a comparison made between two things that are literally not alike, but that possess similar qualities

an Olympic gymnast has been called "The Flying Squirrel" because of her skill on the uneven bars



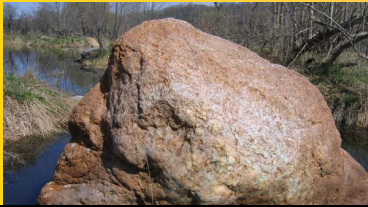
from "The Widow's Lament in Springtime"
by William Carlos Williams

Sorrow is my own yard
where the new grass
flames as it has flamed
often before but not
with the cold fire
that closes round me this year.



simile

a comparison between two unlike things that typically uses LIKE or AS.

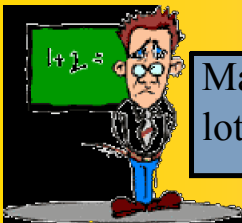


Mark stood his ground
like a rock.

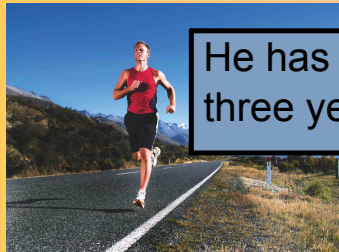
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pun

a humorous use of language taking advantage of the multiple meanings of words and/or the similarity in the sound or pronunciation of words



Math teachers have lots of problems.



He has been a jogger for three years running.

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personification

the use of language to give human attributes or personality to that which cannot literally possess them

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step
Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare
To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill
And neigh like Boanerges;
Then, punctual as a star,
Stop — docile and omnipotent —
At its own stable door.

prodigious: great in some way

supercilious: seeming to think you
are superior to others

Boanerges: "Sons of Thunder",
name given by Jesus to brothers
James and John

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hyperbole

the use of language to exaggerate or dramatize in order to make one's meaning more clear or more precise



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